DOCUMENT RESUME

ED 075 412 SP 006 381

TITLE	Experience Oriented Teacher Education Program.
INSTITUTION	Dakota State Coll., Madison, S. Dak.
PUB DATE	72
NOTE	42p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Field Experience Programs; *Human Relations; *Program Descriptions; *Student Teaching; *Teacher Education
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

Discussed is Dakota State College's Experience Oriented Teacher Education Program designed to prepare prospective teachers through experience in addition to theory. This report describes the four major aspects of the program: participation in public school classrooms prior to student teaching, human relations training experience, field seminars, and student teaching. Eleven exhibits include suggested activities, progress reports, program material, photographs, and orientation and evaluation material. (MJM)

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EXPERIENCE ORIENTED TEACHER EDUCATION PROGRAM

DAKOTA STATE COLLEGE
MADISON, SOUTH DAKOTA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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EXPERIENCE ORIENTED TEACHER EDUCATION PROGRAM

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SUMMARY OF PROGRAM

THE CONTENT OF THE DOCUMENT BEGINS WITH A STATEMENT OF THE FUNCTION OF THE COLLEGE ITS PURPOSES AND GOALS. THE GENERAL EDUCATION COMPONENT OF THE COLLEGE CURRICULUM IS COMPOSED OF THE USUAL FOUR YEAR COLLEGE ACADEMIC AREAS, WITH MAJORS AND MINORS IN SECONDARY EDUCATION AND A MAJOR IN ELEMENTARY EDUCATION; THE LATTER INCLUDES CONCENTRATIONS IN ACADEMIC AND SPECIAL AREAS FOR THE ELEMENTARY STUDENT. PROFESSIONAL EDUCATION COURSES ARE PROVIDED IN THE ELEMENTARY AND SECONDARY TEACHER EDUCATION PROGRAMS.

A PROGRAM OF PARTICIPATION IN PUBLIC SCHOOL CLASSROOMS IS PROVIDED FOR IN BOTH THE ELEMENTARY AND SECONDARY CURRICULUMS. ASSISTANCE IS GIVEN THE PARTICIPANT TEACHERS IN THE PUBLIC SCHOOLS BY PROVIDING THEM WITH A LIST OF POSSIBLE PARTICIPATION EXPERIENCES IN WHICH THE STUDENT MIGHT BECOME INVOLVED.

ANOTHER SIGNIFICANT ASPECT OF THE PROGRAM IS A HUMAN RELATIONS TRAINING EXPERIENCE. THIS IS A CONTROLLED AND DIRECTED EXPERIENCE. THE STUDENTS HAVE INDICATED THEIR REACTIONS TO THIS EXPERIENCE BY REACTING TO SPECIFIC QUESTIONS AFTER HAVING THE EXPERIENCE, THUS, PROVIDING THE NECESSARY FEEDBACK.

A FIELD SEMINAR IS CONDUCTED AS SPECIFIED STATIONS WHERE THEORY AND PRACTICE ARE BROUGHT TO BEAR ON THE PRACTICAL PROBLEMS OF THE CLASSROOM. THE SEMINARS ARE CONDUCTED BY COLLEGE FACULTY WHO ARE GUIDED BY A LIST OF DESIRABLE TYPES OF SEMINAR EXPERIENCES IN WHICH THE STUDENTS MAY BE ENGAGED.

PART OF THE SEMINAR TIME AT EACH SESSION IS USED TO EXCHANGE IDEAS ABOUT THE PROBLEMS MET IN THE CLASSROOM EXPERIENCE.

THE FINAL ELEMENT OF IMPORTANCE IN THIS PROGRAM IS THE STUDENT TEACHING EXPERIENCE ITSELF. THE STUDENT IS INVOLVED IN AN ORIENTATION BEFORE TAKING HIS TEACHING STATION IN THE FIELD. A LIST OF SUGGESTIONS IS PROVIDED THE STUDENT AT THIS TIME SO THAT HE WILL BE BETTER INFORMED OF DUTIES AND RESPONSIBILITIES. THE STUDENT TEACHER IS PLACED IN A SCHOOL SYSTEM WITH A COMPETENT COOPERATING TEACHER AND SUPERVISED BY AN EXPERIENCED COLLEGE FACULTY MEMBER. THE PERIOD OF TIME SPENT IN THE STUDENT TEACHING SITUATION IS LONG ENOUGH FOR THE STUDENT TO OBTAIN A REASONABLE UNDERSTANDING OF THE TEACHER FUNCTION, AND FOR THOSE RESPONSIBLE FOR HIS DIRECTION TO OBTAIN AN ADEQUATE ESTIMATION OF HIS ABILITIES AND DEVELOPING SKILLS TO BECOME AN EFFECTIVE TEACHER.

A FINAL ASPECT IS CONTAINED IN THE EVALUATION PROCEDURES WHICH FUNCTION IN RELATION TO THE STUDENTS PERFORMANCE IN THE SCHOOL SETTING. SUGGESTIONS ARE PROVIDED THE COOPERATING TEACHER AS A GUIDE IN MAKING THIS EVALUATION IN THE FORM OF STATEMENTS OF THE OBSERVED COMPETENCIES OF THE STUDENT. THE SUPERVISING TEACHER LIKEWISE, MAKES HIS EVALUATION BASED ON VISITS TO THE CLASSROOM AND THE STUDENTS PERFORMANCE IN THE SEMINAR SESSIONS.

THE TEACHER EDUCATION PROGRAM AT DAKOTA STATE COLLEGE
MADISON, SOUTH DAKOTA

Dakota State College is located in the heartland of Eastern South Dakota agriculture. It has been educating teachers for the state of South Dakota and surrounding states for some ninety years.

The primary function of the college has been in "the preparation of teachers to serve the public schools".[1] To carry out this function, administration, faculty, and facilities have been provided by the people of the state.

The General Education Component of the Teacher Education Program consists of areas of knowledge which are broadening in there effect and tend to provide balance in the development of the individual.

The college offers a full array of majors and minors with a major in Elementary Education to carry out the function of Teacher Education.

These majors and minors add depths of understanding to the interest areas of the individual. The Secondary trainees are oriented to the professional literature in terms of general and special methods of teaching in their majors and minors.

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[1] Dakota State College Catalog 1972-73 - 1973-74, page 7

THE ELEMENTARY TEACHER EDUCATION PROGRAM INCLUDES THE PROFESSIONAL LITERATURE IN TERMS OF METHODS AND PRACTICES IN ALL THE COMMON BRANCHES OF SUBJECT MATTER.

ALL INDIVIDUALS IN THE TEACHER EDUCATION PROGRAM ARE INVOLVED IN A PARTICIPATION PROGRAM IN LIVE CLASSROOMS. IN THIS PROGRAM THEY COME IN CONTACT WITH ON-GOING TEACHING-LEARNING SITUATIONS IN THE PUBLIC SCHOOLS. THE KINDS OF EXPERIENCES STUDENTS INVOLVED IN THIS PARTICIPATION ARE LISTED IN EXHIBIT"A".

THE STIMULATION TO LOOK FOR THE MANY TYPES OF HAPPENINGS IN THE CLASSROOM AND THE DISCUSSION TO BRING OUT THE SIGNIFICANCE OF WHAT HAS BEEN SEEN AND HEARD IS UNDER THE DIRECTION OF A COMPETENT AND EXPERIENCED TEACHER FROM THE COLLEGE. THE STUDENTS GAIN INSIGHTS FROM SUCH EXPERIENCES MAKING THEORY MEANINGFUL, AND WHICH LEAD DIRECTLY INTO THEIR EXPERIENCES LATER IN STUDENT TEACHING.

IN THIS PRE-STUDENT TEACHING EXPERIENCE THE INDIVIDUAL IS MOTIVATED TO STUDY LEARNERS AND THEIR REACTIONS IN ATTEMPTING TO OBTAIN THEIR GOALS. THE STUDENT IS REQUIRED TO KEEP A LOG OF HIS PARTICIPATION EXPERIENCES AND SUMMARIZE THE MOST SIGNIFICANT HAPPENINGS. HE IS EVALUATED DURING THIS EXPERIENCE BY THE PARTICIPANT TEACHER FOR IMPORTANT ELEMENTS OF EXPERIENCES AS SHOWN IN EXHIBIT "B". FEEDBACK IS OBTAINED FROM THE STUDENT THROUGH DISCUSSION, AND THE PARTICIPANT EVALUATION BLANK AS SHOWN IN EXHIBIT "C".

ANOTHER IMPORTANT ELEMENT IN THE PROGRAM IS A SYSTEM OF HUMAN RELATION EXPERIENCES OBTAINED BY BEING INVOLVED IN WHAT IS CALLED AN INTERACTION LABORATORY EXPERIENCE. IT HAS BEEN QUITE GENERALLY ASSUMED THAT THE HUMAN RELATIONS IN THE CLASSROOM ARE OF PARAMOUNT IMPORTANCE.

THE RATIONAL OF THE LABORATORY

IT PROVIDES A SIMPLE AND EFFECTIVE PROGRAM OF HUMAN RELATIONS TRAINING. IT MEETS THE LEVEL OF EXPOSURE REQUIRED FOR BASIC UNDERSTANDING AND SELF-DEVELOPMENT OF POTENTIAL TEACHERS.

IN SHORT SUMMARY, THE BASIC ELEMENTS IN INTERACTION LABORATORY CONSISTS OF THE FOLLOWING: (SEE EXHIBIT D)

THESE PROCEDURES LEAD TO THE DEVELOPMENT OF A PREDICTIVE IMPROVEMENT IN THE UNDERSTANDING OF HUMAN RELATIONS SKILLS NEEDED IN TEACHING. THE STUDENT GAINS EXPERIENCE IN THE INDUCTIVE APPROACH WITH EMPHASIS ON EXPERIEMENTAL LEARNING. THE STUDENT BECOMES ORIENTED IN PROBLEM SOLVING THROUGH ACTION. THE GROUP LEADERS IS THE CATALYST PROMOTING INTERACTION WITHIN THE GROUP SETTING.

THE BASIC PREMISE OF THE EXPERIENCES IS BASED ON THE IDEA THAT TEACHERS ARE PEOPLE WHO INTERACT WITH OTHER PEOPLE IN VERY SPECIALIZED WAYS. IT MAKES POSSIBLE THE DEVELOPMENT OF AN INDIVIDUAL'S STYLE OF INTERACTING WITH OTHERS BY USING THE GROUP SETTING; THUS, IT IS POSSIBLE TO OBTAIN FEEDBACK FROM THE GROUP.

WHEN BEHAVIOR IS ANALYZED IN THIS MANNER, THE INDIVIDUAL CAN BECOME COGNIZANT OF THE EFFECTIVENESS OF HIS OR HER BEHAVIOR WITH OTHER PEOPLE.

THROUGH THE EXPERIENCES OF ROLE PLAYING, SIMULATED EXERCISES, AND PROBLEm SOLVING EXERCISES, THE INDIVIDUAL WILL BE IN A POSITION TO MEET THE EXPECTATIONS OF PUPILS, PARENTS, AND FELLOW CO-WORKERS. HE DEVELOPS INSIGHTS INTO HIS ROLE AS A FUTURE LEADER AND HIS ROLE IN THE CLASSROOM.

THUS IN SUMMARY, IT CAN BE SEEN THAT THE FUNCTION OF THE LABORATORY EXPERIENCES IS TO ACQUAINT THE STUDENT THROUGH GROUP INTERACTIONS WITH IMPORTANT HUMAN RELATIONSHIP SKILLS; SO THAT A GOOD TEACHER WHO KNOWS HIS SUBJECT MATTER BECOMES A BETTER TEACHER WHEN VERSED IN, AND USES EFFECTIVE TEACHING WITH THE STUDENT, NOT JUST TEACHING THE SUBJECT MATTER.

THE SCHOOL SITS IN AN ENVIRONMENT BOTH SOCIAL AND PSYCHOLOGICAL. INTERPERSONAL PROBLEMS WITH STUDENTS, PARENTS, AND FELLOW CO-WORKERS WILL BE MORE EFFECTIVELY HANDLED BY THE TEACHER WITH KNOWLEDGE AND EXPERIENCE OF HUMAN RELATIONS. THROUGH COMPARATIVE ANALYSIS OF LABORATORY EXPERIENCES, THE STUDENT DEVELOPS INSIGHT INTO HIS OWN NEEDS IN THE FIELD OF HUMAN RELATIONS DEVELOPMENT.

AS A FURTHER GOAL, THE STUDENT WILL GAIN A CLEARER UNDERSTANDING OF THE FINE FLEXIBLE LINE WHICH DIVIDES PERSONAL BEHAVIOR AND PROFESSIONAL BEHAVIOR. THE MODEL DEPICTED WILL TEND TO TRANSORM THE INDIVIDUAL INTO THE KIND OF TEACHER HE HAS ASPIRATIONS TO BE.

THE GROUP EXPERIENCES SO NECESSARY FOR THE ENHANCEMENT OF THE INDIVIDUAL IS SHOWN IN THE FACES OF INDIVIDUALS, THEIR MANNERISMS, AND FACE EXPRESSIONS. THE INVOLVEMENT REQUIRES A HIGH DEGREE OF CONCENTRATION AND THESE FACTORS ARE SHOWN IN THE ACCOMPANYING PICTURES. (SEE EXHIBIT E)

THE FOLLOWING SAMPLE OF A SURVEY MADE AT THE CLOSE OF THE LABORATORY INDICATES THE STUDENTS REACTIONS TO THE EXPERIENCE:

1. HAS I-LAB HELPED YOU BETTER UNDERSTAND YOUR ROLE AS A TEACHER?

YES, IT MADE ME REALIZE I MUST LISTEN AS WELL AS TALK .
YES, I SEE MORE OF THE DIFFICULTIES AND REWARDS.
YES, IT SHOWS US SOME OF THE PROBLEMS THAT CAN ARISE IN A TEACHING SITUATION.
NOT AS A TEACHER ROLE--BUT MORE AWARE OF SOME OF THE SITUATIONS.
THE ROLE OF A TEACHER ISN'T JUST TO TEACH, BUT HAS MANY OTHER THINGS TO DO.
NO, BECAUSE I THINK EACH INDIVIDUAL SHOULD EXPERIENCE THE ACTUAL TEACHER ROLE BEFORE THEY CAN UNDERSTAND IT FULLY.
MAYBE, I WILL HAVE TO FIND OUT MORE WHEN I GET OUT TEACHING.
NO, NOT REALLY, MY IDEAS HAVEN'T CHANGED HARDLY (IF ANY) AT ALL.
YES, I HAVE A BETTER INSIGHT AS TO THE MANY TASKS A TEACHER WILL GO UP AGAINSTS BESIDES JUST TEACHING.

IT HAS MADE ME MORE AWARE OF MY RESPONSIBILITIES AND DUTIES AS A TEACHER.

YES, IT HAS GIVEN ME THE PROFESSIONAL ASPECTS I MUST SEE TO BE A TEACHER; ALSO, I KNOW OF SOME SITUATIONS THAT I MIGHT HAVE TO REACT TO IN TEACHING.

IT CLEARED UP A LOT OF QUESTIONS OR DOUBTS I HAD AS A TEACHER.

YES, HELPED WORK OUT SITUATIONS YOU WILL FACE AS A TEACHER.

YES, GOING OVER TEACHING SITUATIONS BY MYSELF AND WITH THE GROUP GAVE ME AN IDEA OF WHAT CAN HAPPEN IN THE CLASSROOM. TRYING TO SOLVE THESE MADE ONE THINK AS A TEACHER WOULD HAVE TO.

YES, BECAUSE IT BROUGHT UP SOME PROBLEMS I HAD NEVER THOUGHT OF BEFORE.

YES, I WAS FAIRLY WELL FAMILIARIZED WITH THE TEACHING ROLE BEFORE BUT NOW I FEEL MORE COMFORTABLE WITH IT AND HAVE MORE KNOWLEDGE IN HANDLING SITUATIONS.

YES, IT EXPLAINED OR EXPLORED PROBLEMS THAT I WAS IN DOUBT ABOUT AND ALSO POINTED OUT NEW PROBLEMS.

2. <u>DO YOU FEEL YOUR BEHAVIOR HAS CHANGED IN ANYWAY AS A RESULT OF THESE EXPERIENCES? IF SO, HOW? IF NOT, WHY NOT?</u>

YES, I DON'T TALK AS MUCH, I LISTEN.

YES, I KNOW HOW TO HANDLE SITUATIONS DIFFERENTLY THAN I DID BEFORE.

YES, I FEEL MORE AT EASE.

YES, BY IMPROVING COMMUNICATION WITH THE GROUP. GETTING UP IN FRONT OF THE OTHERS AND TALKING.

YES, I'M LITTLE MORE RELAXED THAN BEFORE.

YES, I HAVE DIFFERENT OPINIONS OF A TEACHER AND TEACHING SITUATIONS NOW THAN BEFORE I STARTED I-LAB.

YES, I UNDERSTAND A LITTLE CLEARER THE IMPORTANCE OF GROUP ACTIVITY INSTEAD OF ALWAYS WORKING ALONE.

NO, BECAUSE THE EXPERIENCES I'VE EITHER HAD THEM BEFORE OR THEY WERE MY PERSONAL FEELINGS.

YES, I FEEL NOW THAT I AM MORE AWARE OF THE FACT THAT I AM GOING OUT TO TEACH AND THAT I MUST REFLECT A PROFESSIONAL PERSONALITY THROUGH MY ACTIONS.

I FEEL I CAN TALK MORE FREELY AND EXPRESS MY FEELINGS AND OPINIONS.

YES, IT HAS DRAWN ME OUT AND I NOW FEEL MORE COMFORTABLE WHEN SPEAKING.

YES, BUT VERY LITTLE. I NOW HAVE A LITTLE DIFFERENT ATTITUDE TOWARDS A FEW THINGS AND I AM SOMEWHAT MORE AWARE.

YES, BY BECOMING AWARE OF THE RESPONSIBILITIES AND SOME OF THE EXPERIENCES I BELIEVE MY BEHAVIOR HAS CHANGED.

MY BEHAVIOR CHANGED SOMEWHAT. I FELT FREE TO EXPRESS MYSELF WHENEVER I WANTED TO ABOUT AN EXPERIENCE.

NOT TO ANY GREAT DEGREE IT HAS GIVEN ME A BETTER UNDERSTANDING STUDENT, TEACHER, PARENT RELATIONS.

YES, I BECAME MORE OPEN WITH PEOPLE INSIDE THE I-LAB GROUP.

I THINK MY BEHAVIOR HAS CHANGED IN RESPECT TO THE FACT THAT I AM ABLE TO OPEN UP MORE AND BE MYSELF.

NOW THAT I'VE BEEN INVOLVED IN SOME OF THESE EXPERIENCES I THINK I WILL BE ABLE TO BETTER UNDERSTAND THE STUDENTS.

YES, I'M ORE CONFIDENT OF MY OWN ABILITIES.

MY THINKING HAS BEEN ALTERED SOMEWHAT AS FROM LISTENING TO OTHERS IN THE I-LAB, IT HAS HELPED ME TO HAVE A BROADER VIEW ON SOME SITUATIONS.

3. <u>DO YOU FEEL YOU BETTER UNDERSTAND INDIVIDUAL AND GROUP ROLES, FEELINGS, AND ATTITUDES? IF SO, WHY? IF NOT, WHY NOT?</u>

YES, I THINK I CAN SEE A RESPONSIBILITY TO THE GROUP IF IT IS TO WORK PROPERLY.

YES, I HAVE NEVER SAW THE SMALL GROUP SITUATION WORK SO WELL. I HAD A CHANCE TO SEE THE OTHER PERSON'S POINT OF VIEW WHICH WAS SOMETIMES DIFFERENT THAN MINE.

THROUGH THE EXERCISES WE DID, AND THEN THE ROLE PLAYING I UNDERSTAND BETTER WHY PEOPLE ACT THE WAY THEY DO.

YES, BEING PART OF A GROUP HAS HELPED ME DEVELOP THIS FEELING AND ATTITUDE.

YES, I HAD THE BASIC IDEAS, BUT THE I-LAB HELPED CLARIFY THESE.

YES, BY PLAYING DIFFERENT ROLES, YOU ARE FACED WITH MANY DIFFERENT AND NEW EXPERIENCES, THROUGH THESE EXPERIENCES I BELIEVE YOU ARE ABLE TO UNDERSTAND FEELINGS AND ATTITUDES.

YES, THE EXPERIENCES HAVE GIVEN ME INSIGHT INTO THE FUNCTIONS OF INDIVIDUALS AND GROUP ROLES.

YES, THE SITUATION WHERE FORGING A SIGNATURE OR FAILING TO GET REPORT FINISHED ON TIME MAY INVOLVE HOME INFLUENCE OTHER THAN NEGLECT OF WORK DONE.

YES, AFTER OUR DISCUSSSIONS, IT IS MUCH EASIER TO UNDERSTAND THESE THINGS.

YES, I NOW REALIZE THERE ARE ROLES BEING PLAYED CONSTANTLY BY INDIVIDUALS UNCONSCIOUSLY.

NO, BECAUSE A FEELING IS A PERSONAL THING AND ATTITUDES YOU WILL ALWAYS HAVE.

YES, TO A DEGREE. I THINK THE WHOLE THING WAS VERY STAGID.

NOT MUCH BETTER, I GOT A LITTLE INSIGHT ON THE PROBLEM THAT I DIDN'T HAVE BEFORE.
YES, BECAUSE OF THE INTERACTION GROUPS WE HAD.
A LITTLE, BUT I WON'T KNOW UNTIL I GET OUT TEACHING.
MAYBE, A LITTLE MORE, BECAUSE I HAD NEVER LOOKED AT THEM BEFORE UNDER DIFFERENT HEADINGS.
YES, THE I-LAB EXPERIENCES WERE HELPFUL IN DOING SO.

4. <u>HAS THE I-LAB FURTHER DEVELOPED YOUR VERBAL AND NON-VERBAL SKILLS IN COMMUNICATION? HOW?</u>

YES, IN A WAY. I LISTEN MORE, I ALWAYS COULD TALK.
YES, YOU CAN EXPRESS YOURSLEF AND SEE HOW OTHERS EXPRESS THEMSELVES.
YES, A LITTLE, BY GETTING US ALL INVOLVED IN THE GROUP AND BY CREATING PROBLEMS THAT HAVE GOOD ARGUEMENTS ON BOTH SIDES.
MAKES YOU AWARE THAT GIVING DIRECTIONS IN CLEAR - CONCISE IS NECESSARY FOR PERFORMANCE.
IT HAS NOT HELPED ME IN THESE SKILL AREAS.
SOMEWHAT HELPED TO EXPRESS MYSELF A LITTLE CLEARER, IN MY OPINION.
YES, THE EXERCISES SHOWED FEEDBACK TO EACH OTHER IS SHOWN NOT ONLY VERBALLY BUT ALSO NONVERBALLY.
NO, WHEN I HAVE SOMETHING TO SAY ABOUT SOMETHING THAT INTERESTS ME I'LL USUALLY SAY IT.
I FEEL I CAN EXPLAIN THINGS BETTER AND I AM MORE AWARE OF NONVERBAL COMMUNICATION.
IT DEFINITELY DEVELOPED MY NONVERBAL SKILLS FURTHER JUST BY DISCOVERING HOW OFTEN WE USE THEM UNCONSCIOUSLY.
YES, I AM NO LONGER INHIBITED ABOUT EXPRESSING MY IDEAS FOR FEAR THEY MAY BE WRONG.
I THINK MY NONVERBAL SKILLS MAY HAVE BEEN DEVELOPED. I NEVER REALLY THOUGHT THAT MUCH ABOUT FACIAL EXPRESSION AS THE ONLY MEANS OF CONVEYING A MESSAGE.
I WOULD SAY IT DEVELOPED VERBAL SKILLS MORE THAN NONVERBAL FROM GROUP DISCUSSION.
YES, IT HAS MADE ME AWARE THAT THERE ARE OTHER MEANS OF COMMUNICATING OTHER THAN ORALLY.
YES, I AM MORE ABLE TO EXPRESS MYSELF IN A GROUP THAN BEFORE.
YES, BECAUSE I NEVER REALIZED THAT NONVERBAL COMMUNICATION COULD PLAY SUCH AN IMPORTANT PART IN TEACHING.
YES, I HAVE SEEN A FEW NEW WAYS OF GETTING PEOPLE TO ENTER INTO VERBAL COMMUNICATION AND I HAVE SEEN MANY NEW NONVERBAL CUES WHICH I FEEL HAVE HELPED ME TO DEVELOP BOTH SKILLS.

5. DO YOU NOT VIEW YOURSELF AS A MORE PROFESSIONAL INDIVIDUAL? IF SO, WHY? IF NOT, WHY NOT?

I SEE MYSELF AS BEING SOMEWHAT MORE COMPETANT.
YES, TEACHING IS A PROFESSION REQUIRING MANY SKILLS, SOME OF WHICH I ALREADY OBTAIN.
I LOOK AT MYSELF AS A MORE PROFESSIONAL INDIVIDUAL NOW BECAUSE OF THE IDEAS WE INTERACTED ABOUT.
YES, I THINK THE LAST CLASS MADE ME REALIZE JUST HOW IMPORTANT PROFESSIONAL ETHICS ARE.
NO, I MAY VIEW MYSELF AS A PROFESSIONAL AFTER I'VE BEEN A TEACHER FOR SOME TIME.
I WOULD SAY MOST DEFINITELY--MAILY BECAUSE YOU ARE MADE AWARE OF THE RESPONSIBILITIES THAT YOU WILL BE FACED WITH.
I FEEL THAT WORKING WITH FELLOW FUTURE TEACHERS MADE ME FEEL LIKE MORE OF A PROFESSIONAL. TALKING ABOUT TEACHING PROBLEMS WITH EACH OTHER HELPED.
YES, THE EXPERIENCES DID GIVE ME A BETTER UNDERSTANDING OF MY ROLE AS WELL AS ROLES OF OTHERS.
MAYBE MORE INFORMED. BUT I'M DOUBTFUL ON THE EXPRESSION OF PROFESSIONAL, THAT TAKES PRACTICE.
I VIEW MYSELF AS A MORE PREFESSIONAL INDIVIDUAL BECAUSE BEING EXPOSED TO CERTAIN SITUATIONS I KNOW HOW TO ACT AND REACT TO THEM.
YES, I FEEL BETTER QUALIFIED AND BETTER PREPARED TO START OUT IN THE TEACHING PROFESSION DUE TO THE EXPERIENCES. I FEEL ANYTHING I CAN DO TO HELP ME PREPARE FOR THE CLASSROOM SITUATION WILL HELP ME BE MORE QUALIFIED IN THE PROFESSION.
NO, NOT REALLY. I FEEL EXPERIENCE MAKES A PROFESSIONAL.
NOT REALLY, BECAUSE I HAVEN'T HAD THE TEACHING EXPERIENCE YET SO I DON'T KNOW WHAT IT IS REALLY LIKE.
YES, BY BEING AROUND YOUR PEERS WHO ARE ALSO PROFESSIONAL.
YES, I REALIZE WHAT MAKES UP A PROFESSIONAL INDIVIDUAL.
NO, A PERSON IS WHAT HE IS, AND IF HE IS TO BE CHANGED THESE FOUR WEEKS WOULD NEVER DO THE CHANGING.
YES, BECAUSE I UNDERSTAND WHAT IT MEANS TO BE A TEACHER IN MY PROFESSION.
YES, I FEEL BETTER INFORMED TO PROCEED IN TEACHING FROM THE EXERCISES EXPERIENCED IN I-LAB.
YES, BECAUSE TEACHERS ARE PROFESSIONAL PEOPLE.

6. DID YOUR TRAINER AND CO-TRAINER PARTICIPATE AS MEMBERS OF THE GROUP?

YES, HE WAS ALWAYS WILLING TO PARTICIPATE AND OFFER SUGGESTIONS.
YES, SOME WHICH WAS REAL GOOD. STILL COULD HAD MORE PARTICIPATION.

YES, I THOUGHT THEY DID A GOOD JOB.
YES, OUR LEADER WAS REALLY GOOD. PROVIDED STIMULATING IDEAS AND SUGGESTIONS.
TRAINER YES, CO-TRAINER NO--THE TRAINER SEEMED TO MONOPOLIZE THE CONVERSATION.
YES, TO AN EXTENT WHERE THEY MOTIVATED US UNTIL WE STARTED ON OUR OWN.
QUITE WELL, THEY COULD HAVE POSSIBLY PARTICIPATED IN A FEW OF THE EXERCISES DIRECTLY WITH THE STUDENTS.
YES, THEY PARTICIPATED VERY WELL. WE HAD BY FAR THE BEST TRAINER AND CO-TRAINER AVAILABLE.
YES, DID A GOOD JOB.
YES, I THINK THEY BOTH DID A FINE JOB. THE CLASS FOR THE MOST PART WAS NOT BORING AND THAT SAYS A LOT.
YES, MOST EFFICIENTLY WITHOUT THEIR HELP THIS WOULD NOT HAVE BEEN SUCH A REWARDING EXPERIENCE.
YES, THEY DID AN EXCELLENT JOB IN PARTICIPATING IN GROUP ACTIVITIES.
I THOUGHT THEY WERE VERY MUCH PART OF THE GROUP. THEY PARTICIPATED AND HAD FUN ALONG WITH THE REST OF US.
MOSTLY AS STIMULATORS AND LEADERS OF THE TRAIN OF THOUGHT.
YES, THEY ENTERED INTO SEVERAL OF THE EXERCISES AND OFFERED EXPERIENCES OF THEIR OWN. I FEEL THIS IS VERY GOOD AND I LIKE TO HEAR ABOUT THEIR EXPERIENCES AS THEY HAVE ACTUALLY BEEN OUT IN THE "FIELD".

THE CONCLUDING ELEMENTS IN THE TEACHER EDUCATION PROGRAM AT DAKOTA STATE COLLEGE IS MADE UP INTO TWO PARTS--A FIELD SEMINAR AND AN EXTENDED STUDENT TEACHING OF 12 WEEKS. THE SEMINAR IS CONDUCTED AT THE CITE OF STUDENT TEACHING. THE KINDS AND EXTENT OF PROBLEMS TAKEN UP IN THE SEMINAR IS SHOWN BY THE FOLLOWING SCOPE AND SEQUENCE FOR SEMINARS:

SCOPE AND SEQUENCE FOR SEMINARS

I. GENERAL MEETING (ORGANIZATIONAL)
   1. WHAT IS STUDENT TEACHING? WHY STUDENT TEACHING? WHAT MAKES A GOOD TEACHER? RESPONSIBILITIES, COOPERATION?

   2. HOW DOES ONE GET STARTED IN THE RIGHT DIRECTION?
      A. GETTING INVOLVED
      B. LISTENING AND OBSERVATION TECHNIQUES
      C. BECOMING FAMILIAR WITH THE WORK AREA AND TEACHING FACILITIES

   3. INVOLVE SCHOOL PRINCIPALS IN A QUICK REVIEW OF SECONDARY OR ELEMENTARY SCHOOL OBJECTIVES
      A. AS A TEACHER, WHAT AM I TRYING TO DO?
      B. HOW MIGHT I MEET THESE OBJECTIVES?
      C. WHO IS MY COOPERATING TEACHER?
         A. HOW DO I BUILD A WORKING RELATIONSHIP WITH HIM OR HER?
         B. WHAT DOES HE OR SHE EXPECT OF ME?
         C. ETC.

      D. RELATIONSHIPS WITH COOPERATING SCHOOL ADMINISTRATION AND OTHER STAFF MEMBERS.
         A. SHOULD I TAKE PROBLEMS TO MY RPRINCIPAL
         B. SHOULD I DISCUSS PROBLEMS WITH OTHER STAFF (POSSIBLE USE OF SOME CASE STUDIES)

II. EDUCATIONAL PLANNING
   1. LONG AND SHORT TIME PLANNING

   2. UNIT PLANNING

   3. PURPOSE OF PLANNING

   4. PARTS OF A GOOD PLAN

   5. PLANNING WITH COOPERATING TEACHER

   6. TEACHING WITH BEHAVIORAL OBJECTIVES IN MIND

   7. EVALUATION OF PLANS AFTER BEING TAUGHT INCLUDING SELF-EVALUATION OF STUDENTS, OF MATERIAL USED MOTES FOR IMPROVEMENT

III. INTERGRATED USE OF AVAILABLE RESOURCES AND PROCEDURES
1. USE OF INSTRUCTIONAL TEACHING AIDS
A. MAY HAVE MEMBERS PREPARE OR BRING AN INSTRUCTIONAL AID
B. DISCUSS LOCATING, SELECTING, PURCHASING, OR RENTING MATERIALS
C. DEMONSTRATE MAKING OF INSTRUCTIONAL AIDS
D. DISCUSS HOW TO EFFECTIVELY USE AIDS
E. RELATE DISCUSSION TO WHAT MEMBERS ARE USING AT THE PRESENT TIME IN TEACHING

2. HUMAN RELATIONS IN THE SCHOOL SETTING
A. WORKING WITH MY STUDENTS
a. NEEDS OF YOUTH
b. WHAT MAKES AN ELEMENTARY OR TEEN-AGER THE INDIVIDUAL HE OR SHE IS?
B. MOTIVATION--HOW TO?
C. INTEREST--HOW TO BUILD ON?
D. CLASSROOM CONTROL AND MANAGEMENT
a. HOW DO I DEAL WITH PROBLEMS? DISCIPLINE?
b. WHEN SHOULD COUNSELOR BE INVOLVED?
c. WHEN SHOULD PRINCIPAL BE INVOLVED?
d. ACCIDENTS

* 3. DISCUSSION OF STUDENT TEACHING EXPERIENCES
A. COMMONALITY OF EXPERIENCES
B. SHARING OF EXPERIENCES

IV. DISCUSSION OF TESTS AND EVALUATIONS--METHODS AND TECHNIQUES
1. TEACHER MADE TESTS

2. STANDARDIZED TESTS

3. SCORING AND INTERPRETATION OF RESULTS

4. WHAT IS MEANT BY:
A. PERCENTAGE SCORING
B. CURVE SCORING
C. MEAN, MEDIAN, MODE
D. STANDARD SCORES
E. PERCENTILES

5. USE EXAMPLES OF MEMBERS TESTS FROM NOTEBOOKS

6. CUMMULATIVE FOLDERS--DISCUSSION

V. DIAGNOSING INDIVIDUAL DIFFERENCES AND PUPIL DIFFICULTIES AND DEALING WITH THEM
1. USE OF CASE STUDIES OR CURRENT EXAMPLES FROM GROUP MEMBERS.

2. TOPIC CALLS FOR SOME OUTSIDE READING OR STUDY

3. TEACHING METHODS AND TECHNIQUES BEING USED BY MEMBERS:
   A. LECTURE
   B. GROUP STUDY
   C. INDIVIDUAL STUDY
   D. GAMES
   E. STUDENT CENTERED ACTIVITIES

4. SOME "TRICKS OF THE TRADE" -- THINGS THAT ARE WORKING FOR GROUP MEMBERS.

VI. ETHICS/PROFESSIONALISM
1. CODE OF ETHICS

2. ORGANIZATIONS
   A. PARTICIPATION AND MEMBERSHIP
   B. WHAT IS NEA/SDEA AND WHAT CAN THEY DO FOR YOU?

3. CONTINUED READING AND STUDY

4. OBTAINING OF ADVANCED DEGREES

VII. OBTAINING A JOB. (PERHAPS INVOLVE ADMINISTRATOR WHO INTERVIEWS AND HIRES)
1. REVIEW OF PLACEMENT OFFICE PROCEDURES

2. LOOKING FOR THE JOB--HOW TO LOCATE? AGENCIES?

3. WRITING LETTERS: INQUIRY, APPLICATION, ETC.

4. INTERVIEWS

5. CONTRACTS

6. IMPORTANCE OF FIRST JOB (IN A GOOD COMMUNITY)

7. WHAT IS EXPECTED OF ME AS A TEACHER IN THIS COMMUNITY

VIII. SUMMARY AND EVALUATION SESSION

THIS SCOPE AND SEQUENCE IS NOT A RIGID AND FIXED PROGRAM, BUT CAN BE ADAPED BY THE COLLEGE SUPERVISING TEACHER IN TERMS OF TIME AND MATERIALS AVAILABLE TO THE GROUP SESSIONS. ONE ASPECT OF THE SEMINAR PARTICIPANTS IS GIVEN IN SECTION 3 ITEM 3 WHICH LEADS TO THE DEVELOPMENT OF EXPRESSION EXCHANGED IN STUDENT TEACHING. THIS TYPE OF DISCUSSION TAKES PLACE AT SOMETIME IN EACH SEMINAR. THE CONCLUDING ELEMENT DEALS WITH STUDENT TEACHING.

STUDENT TEACHING

THE STUDENT TEACHERS ARE PROVIDED AN ORIENTATION PROGRAM PREVIOUS TO STARTING THEIR FIELD EXPERIENCE. THIS ACTIVITY IS ORGANIZED TO PROVIDE SOME BASIC INFORMATION ABOUT THE STUDENT TEACHING PROGRAM AND OF WHAT THEY MIGHT BE EXPOSED TO DURING THEIR STAY IN THE COOPERATING SCHOOL.

THERE ARE THREE BASIC SEGMENTS OF THE ORIENTATION, A GENERAL INFORMATION SESSION, A SESSION ON INITIATING A CREDENTIALS FILE AND USE OF THE PLACEMENT SERVICES, AND A MEETING WITH THEIR COLLEGE SUPERVISOR. THE INFORMATION SESSION IS GEARED TO DEAL WITH THE RESPONSIBILITIES THE STUDENT TEACHER WILL ASSUME IN THE COOPERATING SCHOOL. (SEE EXHIBIT F)

THE ROLE OF THE COOPERATING TEACHER IS DESCRIBED TO ASSIST THE STUDENT IN MAKING USE OF THE EXPERTISE OF THIS MASTER TEACHER. THE NOVICE IS ENCOURAGED TO SEEK OUT INFORMATION ON GENERAL SCHOOL POLICY AS SOON AS THEY CAN THROUGH THEIR COOPERATING TEACHER AND ADMINISTRATION, BY ASKING QUESTIONS AND BY READING A FACULTY HANDBOOK. THE STUDENT TEACHERS ROLE IN RELATIONSHIP TO THE ADMINISTRATION, THE COOPERATING TEACHING, THE GENERAL FACULTY, AND THE STUDENTS IS DISCUSSED.

THE CALENDAR OF EVENTS AND VACATIONS DURING THEIR FIELD EXPERIENCE IS PRESENTED AT THIS TIME SO STUDENTS ARE AWARE OF THIS RESPONSIBILITY.

SOME EMPHASIS IS PLACED ON INITIATING A CREDENTIAL FILE AT THIS TIME. AN EXPLANATION IS GIVEN OF WHAT A CREDENTIAL FILE DOES CONTAIN AND DISTINGUISHING THE DIFFERENCE BETWEEN A CREDENTIAL FILE AND A TRANSCRIPT. THE VARIOUS FORMS NEEDED TO START THE CREDENTIAL ARE PROVIDED FOR THOSE DESIRING TO START THEIR FILE. EACH FORM IS EXPLAINED AND WHAT IT MEANS AND ITS RELATION TO THE FILE. THE USE OF THE CREDENTIAL FILE BY THE PLACEMENT OFFICE IS EXPLAINED SO STUDENTS CAN BETTER UNDERSTAND THE VALUE OF THEIR CREDENTIAL. THE PLACEMENT OFFICE SERVICES ARE ELABORATED ON AT THIS TIME, AND THE GENERAL FORMAT FOR MAKING UTILITY OF THESE SERVICES SEEKING EMPLOYMENT.

THE STUDENTS ARE PROVIDED AN OPPORTUNITY TO MEET THEIR COLLEGE SUPERVISOR PREVIOUS TO COMMENCING THEIR STUDENT TEACHING. THE SUPERVISOR SUPPLIES THE NOVICE WITH SOME HINTS ABOUT INITIATING THEIR ACTIVITIES IN THE VARIOUS SCHOOLS. (SEE EXHIBIT G) THE NEED FOR PLANNING IS EMPHASIZED AND SOME SUGGESTED GUIDELINES ARE PRESENTED. AN EXPLANATION OF STUDENT INVOLVEMENT IN THE FIELD SEMINARS IS GIVEN AND A DISCUSSION ABOUT THE NEED FOR THE SEMINARS TO SUPPORT THE STUDENT TEACHING PROGRAM. (SEE EXHIBIT H)

STUDENTS ARE ASSIGNED TO A COOPERATING SCHOOL FOR A PERIOD OF THIRTEEN WEEKS TO DO THEIR STUDENT TEACHING. EACH STUDENT IS ASSIGNED TO A MASTER TEACHER IN THESE SCHOOLS WHO SERVES AS THEIR COOPERATING TEACHER. THE STUDENT TEACHER ALSO MUST ATTEND WEEKLY SEMINARS WHICH ARE SCHEDULED IN THE COOPERATING SCHOOLS. THE SIZE OF THE SEMINARS ARE ARRANGED SO THAT FROM EIGHT TO TWELVE STUDENTS ARE IN ATTENDANCE. THE SIZE OF THE GROUP IS OF CONCERN BECAUSE IT IS FELT THAT IF A GROUP WAS TOO SMALL THE SUPERVISOR COULD NOT TAKE CARE OF THE INDIVIDUAL NEEDS OF THE STUDENTS INVOLVED. ON THE OTHER HAND, SEMINARS THAT ARE TOO SMALL WOULD CURTAIL WHAT A STUDENT COULD ACQUIRE THROUGH DISCUSSION WITH HIS PEERS.

THE EXCHANGE OF VIEWS AMONG THEIR PEERS BASED ON THEIR TEACHING ACTIVITIES IS A VALUABLE LEARNING EXPERIENCE FOR STUDENT TEACHERS. THE SEMINABS ARE DESIGNED TO DISCUSS THE BASIC CONCEPTS AND THEORIES AND HOW THESE RELATE TO THEIR TOTAL TEACHING ASSIGNMENTS.

THE COLLEGE SUPERVISOR HAS BECOME A PIVOTAL INDIVIDUAL IN THE STUDENT TEACHING PROGRAM. HIS PLACE IN THIS PROGRAM HAS TAKEN ON A MORE VITAL ROLE THAN EVER. HE SERVES AS A LAISON BETWEEN THE COLLEGE, AND THE COOPERATING SCHOOL AND ITS STAFF. THE SUPERVISOR CONDUCTS THE SEMINARS IN THE FIELD AND HAS THE RESPONSIBILITY OF COORDINATING THE PROGRAM FOR THE STUDENT TEACHERS ASSIGNED TO HIM. HE IS FACED WITH ASSESSING THE PERFORMANCE OF THE STUDENT TEACHER IN THE CLASSROOM SITUATION ABILITIES OF THE COOPERATING TEACHERS, AND MAKING RECOMMENDATIONS

AS TO THE USE OF STAFF MEMBERS IN THE VARIOUS SCHOOLS. HIS ROLE IS ALSO TO WORK WITH COOPERATING TEACHERS TO HELP THEM IMPROVE THEIR SKILLS IN WORKING WITH THE NOVICE UNDER THEIR DIRECTION.

THE COOPERATING TEACHERS ARE INVOLVED IN SOME OF THE SEMINARS TO PROMOTE BETTER COMMUNICATION BETWEEN THE COOPERATING SCHOOL AND THE COLLEGE. IN THIS MANNER, THROUGH THE EXCHANGE OF VIEWS, THE COOPERATING SCHOOL PERSONNEL CAN MAKE THE COLLEGE SUPERVISORY STAFF MORE AWARE OF THE NEEDS OF ELEMENTARY AND SECONDARY TEACHERS IN TODAY'S SCHOOLS. THE COLLEGE STAFF IN TURN CAN HELP COOPERATING TEACHERS DESIGN BETTER LEARNING ACTIVITIES FOR THE STUDENT TEACHER TO PROMOTE THE TYPE OF GROWTH DESIRED. THE STUDENT TEACHER WILL BE THE BENEFACTOR OF A REALISTIC TRAINING PROGRAM TO BUILD THE SKILLS OF TEACHING.

EVALUATION OF PEPFORMANCE IN STUDENT TEACHING IS RECORDED IN A DIFFERENT MANNER THAN THE TRADITIONAL LETTER GRADE. THE RECOMMENDATION SUBMITTED BY THE COOPERATING TEACHER AND THE COLLEGE SUPERVISOR IS ON THE BASIS OF SUCCESS OR FAILURE FOR THE STUDENT TEACHER'S PERFORMANCE IN THE CLASSROOM. (SEE EXHIBIT I) THE STUDENT WHO IS SUCCESSFUL IN THE CLASSROOM RECEIVES CREDIT FOR THE STUDENT TEACHING EXPERIENCE AND THE UNSUCCESSFUL STUDENT DOES NOT RECEIVE CREDIT. WEEKLY EVALUATION PROGRESS SHEETS ARE USED (SEE EXHIBIT J) TO PROVIDE FEEDBACK TO THE STUDENT TO MAKE THEM AWARE OF THEIR PERFORMANCE AND PROMOTE GROWTH.

THE UNSUCCESSFUL STUDENT WOULB BE COUNSELED TO MAKE HIM AWARE OF ALTERNATES THAT MAY BE AVAILABLE TO HIM. IF A STUDENT IS PROGRESSING, BUT DOES NOT COME UP TO ACCEPTABLE STANDARDS OF PERFORMANCE, HE MAY NEED ADDITIONAL STUDENT TEACHING EXPERIENCE BY BEING INVOLVED IN ANOTHER THIRTEEN WEEKS PERIOD TO BECOME SUCCESSFUL. ON THE OTHER HAND, IF HE HAS HAD MUCH DIFFICULTY WITH LITTLE SIGNS OF SUCCESS, HE WOULD BE ENCOURAGED TO CONSIDER A DEGREE NOT IN TEACHER EDUCATION.

IT IS BELIEVED THAT THIS SYSTEM OF GRADING PROCEDURES DOES ENCOURAGE STUDENT TEACHERS TO WORK FOR GROWTH IN THEIR CLACSROOM PERFORMANCE RATHER THAN MERELY WORKING FOR A GRADE. IT IS FELT THAT IT HELPS TO REDUCE SOME OF THE APPREHENSIONS THAT THE STUDENT MAY FEEL WHEN STARTING THEIR STUDENT TEACHING. COOPERATING TEACHERS AND COLLEGE SUPERVISORS ARE ABLE TO ENCOURAGE A STUDENT TEACHER TO EXPLORE DIFFERENT TECHNIQUES AND METHODOLOGY WITHOUT FEELING THEY ARE JEOPARDIZING THE STUDENT'S GRADE.

A FINAL EVALUATION IS MADE IN A STATEMENT OF COMPETENCIES BY THE COOPERATING TEACHER AND THE COLLEGE SUPERVISOR ON THE FORM SHOWN IN EXHIBIT K. THIS RECORD BECOMES A PART OF THE STUDENTS CREDENTIAL FOR EMPLOYMENT PURPOSES.

EXHIBIT A

SUGGESTED ACTIVITIES FOR PARTICIPATION EXPERIENCES

1. ROUTINE ASSIGNMENTS

_____1. CHECK ATTENDANCE.
_____2. MAKE ANNOUNCEMENTS AND READ DAILY BULLETINS TO CLASS.
_____3. CONDUCT LUNCH COUNT AND COLLECT INFORMATION TO BE RELAYED TO THE CENTRAL OFFICE.
_____4. COLLECT HOME WORK OR OTHER OUTSIDE ASSIGNMENTS THAT ARE DUE.
_____5. RETURN OR PASS BACK GRADED HOME WORK OR OTHER OUTSIDE MATERIALS DUE FROM PREVIOUS ASSIGNMENTS.
_____6. CHECK IN REFERENCE BOOKS THAT STUDENTS MAY WISH FOR USE.
_____7. CHECK OUT REFERENCE BOOKS THAT STUDENTS MAY WISH FOR USE FOR TOMORROW'S PREPARATION. (THIS MAY NEED TO BE DONE LATE IN THE DAY.)

2. ASSISTING ASSIGNMENTS

_____1. SERVE AS A "POINTER" WHILE THE TEACHER IS UTILIZING SLIDE PROJECTION.
_____2. ASSIST IN DISPLAYING AND DEMONSTRATING VARIOUS APPARATUS OR INSTRUCTIONAL MATERIALS WHILE A SPECIFIC CONCEPT IS BEING DEMONSTRATED OR EXPLAINED.
_____3. OPERATING A SLIDE OR MOVIE PROJECTOR, USING A TAPE RECORDER, ETC.
_____4. SELECTING REFERENCE MATERIALS FROM CENTRAL LIBRARY FOR THE DAY.
_____5. FILING FILM STRIPS AND SLIDES, OR CONDUCTING INVENTORY OF MATERIALS AND SUPPLIES.
_____6. REVIEWING THE ASSIGNMENT FOR THE FOLLOWING DAY OR WEEK. THIS SHOULD BE PLANNED IN ADVANCE IN ORDER THAT PREPARATION WILL BE ADEQUATE.)

3. "BIT TEACHING" ASSIGNMENTS

(1) INDIVIDUAL

_____1. GIVE INDIVIDUAL INSTRUCTION IN LABORATORY SITUATIONS (I.E. WITH THE MICROSCOPE, SETTING UP EXPERIMENTS, PHYSICS, EXP. OR SLIDE RULE, ETC.)
_____2. DEMONSTRATE TECHNIQUES TO PERSONS WHO MAY HAVE BEEN ABSENT.
_____3. AID IN GIVING INDIVIDUAL ASSISTANCE IN RECOGNITION SKILLS WHEN QUESTIONS ARISE.
_____4. PROJECT AND REVIEW A FILM STRIP, FILM OR SLIDE OF A STUDENT WHO HAS BEEN ABSENT OR NEEDS THE REVIEW.

(2) Group

_____1. Work with small groups of pupils who may need or desire extra help.
_____2. Guide discussion groups who may be working in special interest areas or at an advanced level.
_____3. Supervise and take charge of small groups for make-up sessions (Some may just need extra assistance).
_____4. Give group assistance to persons desiring material from the library (accompany a small group of pupils to the library).
_____5. Give assistance in planning for club or extra-curricular meetings of pupils.

4. Activities Which May Concern the Entire Class

_____1. Show film, film strip, or slide and relate a explanation to accompany it.
_____2. Present to the class a review of some class related project which the participant may have already completed in college.
_____3. Present to the class an introduction of some new aspect or concept of work coming up soon (in subject area which the participant is thoroughly aware and prepared).
_____4. Make and review an assignment for some future work.
_____5. Make a short presentation to the class concerning this assignment.
_____6. Prepare a short quiz on a presentation and administer it and score it.
_____7. Allow participant a few moments to go over and analyze the quiz.
_____8. Encourage the participant and pupils to ask questions of each other.
_____9. Check and record homework papers - under specific supervision of classroom teacher.

5. Activities not Specifically Connected With the Classroom

_____1. Supervise a study hall.
_____2. Work with the playground supervisor.
_____3. Tutor a pupil after school or before school. (What about an organized tutoring program)
_____4. Provide an experience connected with a school office. (Perhaps this could be an observation.)
_____5. Lunchroom supervision.
_____6. Accompany a class (with the teacher) on a field trip.

_____7. MAKE A ROUND WITH A SCHOOL BUS DRIVER SOME MORNING AND AFTERNOON.

_____8. ACCOMPANY SCHOOL TEAM OR MUSICAL GROUP ON A TRIP.

_____9. GIVE ASSISTANCE AT BALL GAMES OR OTHER SCHOOL SPONSORED ACTIVITY.

_____10. SERVE AS AN "ASSISTANT" CHAPERONE AT A SCHOOL DANCE.

_____11. GIVE ASSISTANCE IN THE SCHOOL HEALTH OFFICE.

_____12. ATTEND SOME FACULTY COMMITTEE MEETINGS OR FACULTY MEETINGS.

_____13. ATTEND P.T.A. MEETING OR OTHER SUCH GROUP.

_____14. ENCOURAGE INQUIRY AND GIVE DIRECT AND FRANK RESPONSES WHEREVER POSSIBLE.

SPECIAL ASSIGNMENTS_____

_____

_____

EXHIBIT B

PROGRESS REPORT FOR STUDENT PARTICIPATION

NAME_____

CHECK ANY OF THE FOLLOWING YOU FEEL ABLE TO COMMENT UPON. WRITE N/A WHEN RATING IS INAPPROPRIATE TO SITUATION.

		GOOD	FAIR	POOR
1.	IS HE PUNCTUAL?	____	____	____
2.	DOES HE DRESS APPROPRIATELY?	____	____	____
3.	DOES HE COOPERATE WITH FACULTY?	____	____	____
4.	DOES HE TAKE CRITICISM IN THE PROPER SPIRIT?	____	____	____
5.	DOES HE KEEP SCHOOL MATTERS CONFIDENTIAL?	____	____	____
6.	DOES HE ADHERE TO SCHOOL REGULATIONS?	____	____	____
7.	DOES HE SHOW RESPECT FOR THE TEACHING PROFESSION?	____	____	____
8.	DOES HE ATTEMPT TO SEE THE PUPILS VIEW-POINT IN THE CASE OF DISCIPLINE?	____	____	____
9.	IS HE SENSITIVE AND ALERT TO BEHAVIOR OF PUPILS?	____	____	____
10.	IS HE ABLE TO HANDLE UNSATISFACTORY RESPONSES FROM THE PUPILS?	____	____	____
11.	DOES HE SPEAK ENCOURAGINGLY OF THE SCHOOL AND COMMUNITY?	____	____	____
12.	DOES HE KEEP CALM WHEN THE ROUTINE IS UPSET?	____	____	____
13.	DOES HE SHOW EXCESSIVE NERVIOUS TENSION?	____	____	____
14.	DOES HE TAKE RESPONSIBILITY FOR GETTING THINGS DONE?	____	____	____

RATING: A____ B____ C____ D____ F____

COMMENTS

EXHIBIT C

PARTICIPANT EVALUATION BLANK

1. WHAT EXPERIENCES WERE MOST MEANINGFUL TO YOU DURING THIS PARTICIPATION EXPERIENCE?

2. WHAT EXPERIENCES WERE NOT SO MEANINGFUL?

3. WOULD YOU CARE TO MAKE A SUGGESTION FOR THE IMPROVEMENT OF SUCH A PROGRAM?

4. PLEASE MAKE A COMMENT ON YOUR "OVER-ALL" FEELING ABOUT THE EFFECTIVENESS OF THIS EXPERIENCE.

EXHIBIT D

INTERACTION LABORATORY FOR TEACHER DEVELOPMENT

THE PROGRAM IS DIVIDED INTO FOUR BASIC AREAS, THE FIRST ONE BEING BASIC COMMUNICATIONS SKILLS, THE SECOND ONE, GROUP INTERACTION, THIRD, INTERPERSONAL SKILLS, AND THE LAST PROFESSIONAL PROBLEMS.

BASIC COMMUNICATIONS SKILLS

IN THE BASIC COMMUNICATIONS SKILLS YOU REMEMBER WE HAD THESE TYPES OF EXERCISES. AS INTRODUCTORY, THE GROUP WAS ORGANIZED IN AN INFORMAL FASHION ON A FIRST NAME BASIS.

EXERCISE NO. 1-- IN AN EXAMINATION OF THE SITUATIONAL TEACHING INCIDENCES, YOU FOUND THAT THERE WERE NO RIGHT OR WRONG ANSWERS TO THESE SITUATIONS, BUT THAT SOME KIND OF ACTIONS WOULD HAVE TO BE MADE IF SIMILAR TYPES OF SITUATIONS PRESENTED THEMSELVES IN TEACHING-LEARNING SITUATIONS.

EXERCISE NO. 2 -- TWO INDIVIDUALS WERE SEPARATED BY A PARTITION, THE NEED TO COMMUNICATE WAS QUITE APPARENT. THIS NEED TO COMMUNICATE IS A TWO WAY PROCESS AND WHEN WE DO NOT HAVE THIS PROCESS, UNDERSTANDINGS BECOME VERY LIMITED. IN THIS EXERCISE IT WAS SEEN HOW FEEDBACK WAS NECESSARY IN TERMS OF PUTTING PLASTIC PIECES TOGETHER.

EXERCISE NO. 3 -- THE LISTENERS WERE INSTRUCTED TO PLAY DIFFERENT ROLES IN THEIR PATTERN OF REACTION. THIS EXERCISE BROUGHT OUT THE FACT OF THE IMPORTANCE OF LISTENING IN A CLASSROOM SETTING.

EXERCISE NO. 4-- THE RUMOR EXERCISE DEMONSTRATED THAT COMMUNICATION BREAK DOWN OFTEN OCCURS BECAUSE OF SELECTIVE LISTENING. IT ATTEMPTS TO DEMONSTRATE HOW A STORY CHANGED AS PASSED FROM ONE PERSON TO ANOTHER.

EXERCISE NO. 5 -- THE PURPOSE OF THIS EXERCISE WAS TO EXPLORE THE NON-VERBAL ASPECTS OF FEEDBACK. IN THIS EXERCISE IT WAS POSSIBLE TO

SEE THE DIFFERENCE BETWEEN SCENARIOS THAT WAS PRESENTED ON AUDIO TAPE AND LATER BEING REINFORCED THROUGH FEEDBACK BY ADDING MOVING PICTURES. IT FURTHER BROUGHT OUT THE ASPECTS OF THE NON-VERBAL NATURE OF FEEDBACK. ALSO IT SHOULD HELP US TO IDENTIFY SUBTLE BEHAVIOR CUES WHICH CONTRIBUTE TO FEEDBACK.

Exercise No. 6 -- Intended to demonstrate those aspects of the communication process which do not rely on the spoken word. From a message given on a cue card, the individual was to convey the message on his card to another member without speaking, by demonstrating it in some physical manner.

GROUP INTERACTION

Exercise No. 7 -- Consisted of two parts, A and B. The first part consisted of presenting the feedback window and the second part consisted of the falling exercise.

Exercise No. 8 -- Consisted in describing another member of the group as some kind of car.

Exercise No. 9 -- Consisted of what was called focused feedback. Each group member was to bring an object and the group was to guess the significance or meaning of the object to the one who brought it.

Exercise No. 10 - Was a socio-metric feedback situation wherein three persons were to be found would be found in a team in a teaching situation.

Exercise No. 11 - Consisted of three parts. The first part had to do with putting the pieces of puzzle together by a group under timed conditions. The second part consisted of discussion of the video taped presentation to determine the kind of roles played by each member while putting the puzzle together. The third part consisted of each group

MEMBER ASSIGNING HIMSELF AND OTHER MEMBERS OF THE GROUP TO THREE ROLE CATEGORIES; THE ROLES BEING TASK, MAINTENANCE, AND SELF.

Exercise No. 12 - Consisted of two parts. The first part being a short discussion of the task maintenance grid, the second part being the "fish bowl" exercise. The inner circle was given a problem to solve to be observed by partners on the outside.

Exercise No. 13 - A group consensus exercise. The group experienced the problems encountered by a group as it attempts to reach unanimous agreement in a problem solving situation.

INTERPERSONAL SKILLS

Exercise No. 14 - Involved a second presentation of the task maintenance grid. The second part of this exercise consisted of teacher pupil interaction. Cue cards were given the teacher and the student played certain roles in an interview situation.

Exercise No. 15 - Consisted of the bias exercise. Two groups were given different instructions as to the background of a child. There was also a short discussion of the story "Cipher in the Snow".

Exercise No. 16 - The trust exercise, where the instructors did not appear for the first half hour.

Exercise No. 17 - Consisted of a teacher-teacher interaction situation. The group was asked to analyze three case studies. The case studies consisted of a sex education class, a student overhearing a faculty conversation about a teacher, and a teacher interviewing a so called "cheater" and being severely berated by a team leader.

Exercise No. 18 - A decision making exercise called "the in-basket". The teacher was to answer a number of communications and was allowed one telephone call, one dialogal, and two written communications.

Exercise No. 19 -- Consisted of a film entitled, "Have I Told You Lately That I Love You".

Exercise No. 20 -- Consisted of problems with parents. Group members tended to play certain roles as given from cue cards about parents and teachers.

PROFESSIONAL PROBLEMS

Exercise No. 21 -- The objective of Exercise No. 21 was to transform a variety of non-related prints into a creative presentation around some theme.

Exercise No. 22 -- Simulated the setting up of a team problem and playing certain designated roles with a teacher designated from another group.

Exercise No. 23 -- Teacher action maze where a teacher made choices attempting to solve a problem of the student.

Exercise No. 24 -- Was a professional ethics problem.

Exercise No. 25 -- Provided an opportunity for reviewing information obtained earlier in the program. Change of response to the situational teaching incidences was evaluated by each member on an individual basis.

EXHIBIT F

STUDENT TEACHING ORIENTATION
(REQUIREMENTS AND SUGGESTIONS)

I. OBJECTIVES FOR STUDENT TEACHING

A. HELP THE STUDENT MAKE THE TRANSITIONS FORM THE COLLEGE CLASSROOM TO A TEACHING POSITION.

B. LEARN HOW TO BETTER UNDERSTAND STUDENTS AND TO DIRECT THEIR BEHAVIOR.

C. LEARN HOW TO APPLY PRINCIPLES AND TECHNIQUES AS DISCUSSED IN THE CLASSROOM.

D. ENABLE THE STUDENT TEACHER TO DEVELOP GOOD TEACHING TECHNIQUES.

E. LEARN HOW TO WORK COOPERATIVELY WITH THE COOPERATING TEACHER AS WELL AS WITH THE ENTIRE SCHOOL STAFF.

II. RESPONSIBILITY TO THE COOPERATING SCHOOL

A. FOR ALL PRACTICAL PURPOSES YOU ARE A TEACHER IN THE COOPERATING SCHOOL.

B. AS A TEACHER YOU MUST:
1. OBSERVE ALL RULES AND REGULATIONS OF THE SCHOOL
2. KEEP THE SCHOOL (COOPERATING TEACHER AND PRINCIPAL) INFORMED OF YOUR ABSENCE.
3. PREPARE COMPLETE LESSON PLANS AND KEEP OTHER RECORDS AS DIRECTED.
4. KEEP YOUR APPEARANCE IN ACCORDANCE WITH ACCEPTED STANDARDS
5. BECOME INVOLVED IN SCHOOL ACTIVITIES
6. PRACTICE THE ETHICS OF THE TEACHING PROFESSION

III. RESPONSIBILITY TO THE COOPERATING TEACHER

A. AS A STUDENT UNDER INSTRUCTION YOU SHOULD:
1. SERVE IN ALL CAPACITIES AS A TEACHER AND RENDER WHATEVER SERVICE POSSIBLE.
2. FOLLOW INSTRUCTIONS CAREFULLY, AND CARRY OUT ASSIGNED DUTIES AS DIRECTED

B. AS A BEGINNER IN THE PROFESSION, YOU SHOULD:
1. BE PREPARED TO TAKE OVER THE CLASS AT ANY TIME
2. BE ABLE TO DISCUSS CLASSROOM PROCEDURES AND BE WILLING TO SUGGEST PROCEDURES WHEREBY YOU COULD BE MORE EFFECTIVE

IV. RESPONSIBILITY TO THE COLLEGE SUPERVISOR

A. INFORMATION
1. KEEP YOUR COLLEGE SUPERVISOR INFORMED EACH WEEK IN ADVANCE OF YOUR SCHEDULE, INCLUDING TIMES, ROOM NUMBER, AND CLASS. (THIS SHOULD BE MAILED ON THE THURSDAY PRECEDING THE WEEK REPORTED)

2. CONTACT YOUR COLLEGE SUPERVISOR BY MAIL OR PHONE AS NECESSARY WHEN PROBLEMS ARISE CONCERNING YOUR STUDENT TEACHING.
3. SICKNESS - NOTIFY YOUR COLLEGE SUPERVISOR, IF YOU CANNOT REACH YOUR COLLEGE SUPERVISOR, NOTIFY THE SECRETARY IN THE EDUCATION OFFICE, 256-3551, EXT. 266.
4. IN CASE OF ABSENCES OTHER THAN ILLNESS, PARTICULARLY IF YOU FEEL THE ABSENCE MIGHT BE QUESTIONED, CONTACT DR. ROBERT OAS, DIRECTOR OF STUDENT TEACHING. HOME - 256-6227. OFFICE - 256-3551
5. PROVIDE THE COLLEGE SUPERVISOR, AT THE TIME OF VISITATION, WITH:
   A. TEXT OR MATERIALS BEING USED
   B. A PLACE TO SIT

V. YOUR COLLEGE SUPERVISOR WILL:
   A. ATTEMPT TO OBSERVE YOU THREE OR FOUR TIMES AND BE AVAILABLE TO ASSIST YOU ON REQUEST AND/OR WHEN NECESSARY
   B. CONFERENCES WILL FOLLOW EACH OBSERVATION.
   C. ASSIGN THE FINAL GRADE FOR THE STUDENT TEACHING EXPERIENCE BASED ON OBSERVATIONS, NOTEBOOK, AND CONFERENCES WITH YOUR COOPERATING TEACHER.
   D. HAVE AS HIS CHIEF RESPONSIBILITY ASSISTING YOU TO HAVE A SUCCESSFUL LEARNING EXPERIENCE.

EXHIBIT G

I. WATCH FOR EXTENT TO WHICH:

1. OBJECTIVES ARE COOPERATIVELY BUILT AND UNDERSTOOD BY PUPILS AND TEACHER.
2. EVERY PUPIL KNOWS WHAT HE IS TO DO AND HOW HE IS TO DO IT.
3. THERE IS A DIVERSITY OF PUPIL ACTIVITY IN MEETING THE OBJECTIVES IN ACCORDANCE WITH THE NEED FOR IT.
4. OBJECTIVES ARE MET DURING THE CLASS PERIOD.
5. PUPILS' ACTIVITIES ARE EVALUATED AND INTERPRETED IN TERMS OF THE OBJECTIVES.
6. EACH PUPIL HAS BEEN CHALLENGED TO HIS BEST EFFORT IN MEETING THE OBJECTIVES.
7. ATTENTION IS GIVEN TO WORK HABITS, SKILLS, AND ABILITIES.
8. NEEDS OF PUPILS ARE IDENTIFIED.
9. INTERESTS OF PUPILS ARE VALUED.
10. ABILITIES OF PUPILS ARE CONSIDERED.

II. THINGS TO DO AND LOOK FOR WHILE OBSERVING:

1. MAKE A SEATING CHART SO YOU CAN LEARN NAMES.
2. IF PUPIL'S SEATS ARE MOVEABLE, WHAT USE IS MADE OF THE OPPORTUNITY TO HAVE VARIOUS SEATING ARRANGEMENTS.
3. WHAT BASIC TEXTS AND OTHER MATERIALS ARE USED FOR THE COURSE OR GRADE?
4. NOTE ANY CHILDREN WHO HAVE DEFECTIVE SIGHT OR HEARING. WHAT PROVISIONS ARE MADE FOR THEM?
5. NOTE THE PUPILS WHO FIRST ATTRACTED YOUR ATTENTION. WHY?
6. ARE THERE ANY PUPILS WHO ARE NOT WELL ADJUSTED TO THE CLASSES ROUTINE? HOW DOES TEACHER HANDLE THIS? WHY?
7. NOTE THE PUPILS WHO SELDOM RESPOND IN DISCUSSIONS. WHY?
8. NOTE THE PUPILS WHO RESPOND READILY IN CLASS DISCUSSION. WHY?
9. NOTE WHY PARTICULAR LESSONS OR ACTIVITIES PRODUCE AND OTHERS ARE LESS PRODUCTIVE? WHY?

III. PITFALLS TO AVOID WHEN OBSERVING OTHERS:

1. <u>SNAP JUDGEMENTS</u> - THE TENDENCY TO FORM FIRST IMPRESSIONS OF OTHERS. WE SHOULD STRIVE TOWARDS THE OBJECTIVE APPROACH AND OBTAIN FURTHER INFORMATION BEFORE WE PRAISE, CONDEMN, OR DRAW A FINAL CONCLUSION CHARACTERIZING SOMEONE.

2. <u>PROJECTION</u> - THE TENDENCY TO ATTRIBUTE TO OTHERS SOME OF OUR OWN MOTIVES AND FAULTS. IF ONE TENDS TO BE SLOW, AWKWARD, LAZY, ETC., HE SHOULD MAKE SURE THAT HE IS NOT PROJECTING HIS FAULTS TO OTHERS.

3. PREJUDICE - A PRECONCEIVED JUDGEMENT CAUSED BY PAST EXPERIENCE OR TEACHING, OFTEN BASED ON INSUFFICIENT KNOWLEDGE. PEOPLE, SITUATIONS, AND ISSUES SHOULD BE EVALUATED ON THE BASIS OF THEIR MERITS, WITH AN OPEN MIND.

4. PREDISPOSITION - A TENDENCY TO DRAW CONCLUSIONS BEFORE THE FACTS ARE PRESENTED; TO HEAR WHAT WE WANT TO HEAR, TO SEE WHAT WE WANT TO SEE. FREQUENTLY, IN DECISION-MAKING WE PUT THE CART BEFORE THE HORSE WE MAKE OUR MINDS UP, THEN LOOK FOR EVIDENCE TO SUPPORT OUR POSITION.

5. PREOCCUPATION - THE STATE OF HAVING THE MIND SO BUSY WITH OTHER THOUGHTS THAT IT PAYS NO ATTENTION TO WHAT IS GOING ON OR WHAT IS BEING SAID. GOOD LISTENING AND ATTENTION TO THE FEELINGS OF OTHERS ARE INVALUABLE TOOLS IN HUMAN RELATIONSHIPS.

6. LACK OF APPRECIATION FOR OTHER PEOPLE'S DREAMS AND IDEAS - IT IS WELL TO REALIZE THAT OTHER PEOPLE HAVE THEIR DREAMS AND IDEAS. IF THIS IS NOT RECOGNIZED, IT IS IMPOSSIBLE TO UNDERSTAND EACH OTHER AND A SYMPATHETIC "MEETING OF THE MINDS" WILL NOT TAKE PLACE. IT WILL ALSO BE DIFFICULTY TO LEAD, CONTROL, OR COUNSEL IF NO ATTENTION IS PAID TO THESE FACTORS.

EXHIBIT H

TO AID BOTH YOU AND YOUR SUPERVISOR IN BETTER ORGANIZING STUDENT TEACHING MATERIALS PLEASE KEEP AND USE AN "UP-TO-DATE" LOOSELEAF NOTEBOOK, INCLUDING:

*1. DATA SHEET FOR STUDENT TEACHERS. (FORM PROVIDED)

*2. OBSERVATION NOTES. (SUGGESTED ACTIVITIES PROVIDED IN HANDOUT.)

*3. LESSON PLANS. (SUGGESTED FORM PROVIDED, HOWEVER, FEEL FREE TO USE ANY FORM YOU OR YOUR COOPERATING TEACHER WISH. AFTER LESSON HAS BEEN TAUGHT, INCLUDE EVALUATION OF MATERIALS, STUDENTS AND YOURSELF. PLANS SHOULD BE DETAILED UNTIL SUPERVISOR INFORMS YOU OTHERWISE.)

4. OTHER WRITTEN PLANS, MAY INCLUDE SEMESTER PLANS, UNITS, OUTSIDE ACTIVITIES, ETC.

*5. EXAMPLES OF QUIZZES AND TESTS YOU CONSTRUCT AND ADMINISTER, INCLUDING THE GRADING SCALE YOU USED.

*6. LIST OF EQUIPMENT AND SUPPLEMENTARY MATERIALS YOU ARE USING OR HAVE USED.

7. ANY MATERIALS, HANDOUTS, ETC. THAT YOU MAY GATHER.

*8. SUMMARY OF COLLATERAL READINGS DEALING WITH YOUR MAJOR AREA, A CURRENT STUDENT TEACHING PROBLEM OR AS ASSIGNED IN SEMINAR.

*9. CONFERENCE FORMS FILLED OUT AND SIGNED. (FORMS PROVIDED) (WHITE SHEETS IN TEACHER'S PACKET)

10. QUESTIONS YOU WOULD LIKE ANSWERED.

* INDICATES REQUIRED ACTIVITIES. OTHERS ARE SUGGESTIONS.

THE REMAINING THREE ARE TO BE FILLED OUT WHEN YOU COMPLETE STUDENT TEACHING.

11. EVALUATION OF YOUR STUDENT TEACHING EXPERIENCES. (FORM PROVIDED)

12. EVALUATION OF COOPERATING TEACHER. (FORM PROVIDED)

13. EVALUATION OF COLLEGE SUPERVISOR. (FORM PROVIDED)

STUDENT'S NAME_____

BEHAVIORAL CRITERIA FOR EVALUATION OF STUDENT TEACHING

EXHIBIT I

	Exceptional	Satisfactory	Unsatisfactory
INSTRUCTIONAL SKILLS			
Planning and Organization			
1. Exhibits planning			
2. Organizes meaningful activities			
3. Makes utility of displays, and other non-verbal contingencies			
4. Establishes realistic objectives			
5. Identifies learning difficulties and prescribes remediation			
Appropriateness of Materials			
1. Adapts materials to fill needs of students			
2. Materials used are at the level of students understanding			
3. Makes use of supplementary materials			
4. Makes use of students interests and experience			
Observable Skills			
1. Ability to lecture			
2. Initiate and sustain discussion			
3. Skill in questioning			
4. Use of non-verbal behavior that encourages participation			
5. Exhibits good peer and community relations			
6. Use of various instructional groups			
MANAGEMENT ABILITY			
Relationship with Pupils			
1. Develops good rapport with pupils			
2. Avoids use of sarcasm and embarrassment			
Classroom Atmosphere			
1. Maintains uniform conditions conducive for learning			
2. Uses reinforcement as a means of modifying behavior			
3. Absence of negative behavior			
Classroom (Physical Facility)			
1. Maintains attractive classroom (Housekeeping)			
2. Handles routine chores efficiently			
3. Room reflects learning activities			
PERSONAL QUALITIES			
Appearance			
1. Dresses appropriately			
2. Keeps his person clean			
Mannerisms			
1. Exhibits good speaking qualities			
2. Uses discretion in dealing with personal biases and prejudices			

FINAL EVALUATION (circle one)----------CREDIT ----- NO-CREDIT

EXHIBIT J

DAKOTA STATE COLLEGE

STUDENT TEACHING WEEKLY EVALUATION
COOPERATING TEACHER

STUDENT_____ DATE_____

SUBJECT/GRADE_____ SIGNED_____

THIS SCALE IS DESIGNED TO FACILITATE THE IMPROVEMENT OF STUDENT TEACHERS. COOPERATING TEACHERS AND COLLEGE SUPERVISORS WILL USE IT FOR CONFERENCES AND TO RATE THE WORK OF THE STUDENT TEACHER.

CHARACTERISTICS	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. OPENING PROCEDURES. PROMPTNESS. ATTENDANCE. ESTABLISHING A LEARNING ATMOSPHERE.			
2. INSTRUCTIONAL PLANNING. SUITABLE OBJECTIVES. ORDERLY DEVELOPMENT OF LESSON. SPECIFIC PLANS PREPARED IN ADVANCE.			
3. TEACHING TECHNIQUES. APPROPRIATE. EFFICIENT. PUPIL INVOLVEMENT.			
4. CLASS CONTROL. EFFECTIVE. EFFICIENT. FIRM. CONSISTENT. SELF-CONTROL.			
5. SUBJECT - MATTER. APPROPRIATE. PERTINENT. ACCURATE. DEVELOPMENTAL.			
6. MOTIVATION. ENTHUSIASTIC. LOGICAL.			
7. EVIDENCE OF LEARNING. PUPILS RESPONDING. SENSE OF ACCOMPLISHMENT. SUITABLE EVALUATION TECHNIQUES.			
8. MATERIALS. UTILIZED EFFICIENTLY. ADVANCE PLANNING. APPROPRIATE.			
9. ASSIGNMENTS. CLEAR. PURPOSEFUL. APPROPRIATE.			
10. CLASSROOM. NEAT. VENTILATION. LIGHTING. DISPLAYS. EVIDENCE OF PUPIL ACTIVITIES.			
11. PERSONAL. APPEARANCE. ATTITUDE. CONDUCT. USE OF ENGLISH. VOICE. ETHICS.			
12. COMMENTS.			

EXHIBIT K

Name of Candidate _____

Semester _____ Year _____

Grade taught _____

Jr. or Sr. High subjects taught _____

	Superior	Above Average	Average	Below Average
Personality				
Personal Appearance				
Voice				
Physical Condition				
Ability in Planning				
Ability in Teaching				
Classroom Management				
Professional Attitude				

REMARKS:

THE GENERAL RATING OF THIS TEACHER IS _____

This report is based upon an experience of _____ weeks of student teaching in a cooperating school.

Cooperating Teacher _____

School System _____

COOPERATING TEACHER'S EVALUATION

EXHIBIT K

Name of Candidate _____

Semester _____ **Year** _____

Grade taught _____

Jr. or Sr. High subjects taught _____

	Superior	Above Average	Average	Below Average
Personality				
Personal Appearance				
Voice				
Physical Condition				
Ability in Planning				
Ability in Teaching				
Classroom Management				
Professional Attitude				

REMARKS:

THE GENERAL RATING OF THIS TEACHER IS _____

This report is based upon an experience of _____ **weeks of student teaching in a cooperating school.**

Supervisor _____

COLLEGE SUPERVISOR'S EVALUATION